

# PERIOD 4: 1800–1848

- Chapter 7** *The Age of Jefferson, 1800–1816*
- Chapter 8** *Nationalism and Economic Development, 1816–1848*
- Chapter 9** *Sectionalism, 1820–1860*
- Chapter 10** *The Age of Jackson, 1824–1844*
- Chapter 11** *Society, Culture, and Reform, 1820–1860*

In 1826, in the midst of the years covered in this period, the young nation celebrated its 50th birthday with great optimism. The founders of the country were passing on and leadership had passed to a new generation.

**Overview** The new republic worked to define itself during a time of rapid demographic, economic, and territorial growth. It increased suffrage; reformed its schools, prisons, and asylums; and developed its own art, literature, and philosophy. These changes took place as a market economy emerged and people benefited from the addition of fertile land farther west and advances in industry and transportation everywhere. The country focused on expanding its borders and trade while avoiding European entanglements.

**Alternate View** While this period saw growth, it also had increased conflict with American Indians and its neighbors. Many of the immigrants attracted by new opportunities also found prejudice and discrimination. Rights for the common man excluded American Indians, African Americans, and women. Efforts to improve life succeeded for many but not those enslaved. Landmarks in the institution of slavery came earlier, with the development of the cotton gin in 1793 and the end of the importation of enslaved Africans in 1808. Others came later, such as the Compromise of 1850.

## Key Concepts

**4.1:** The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

**4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

**4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

**Source:** AP United States History Curriculum Framework 2014–2015

## THE AGE 18

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Republica

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In the election of 1800, there was a feeling between the two nationalities. In 1800, Thomas Jefferson, the new president, and peaceful transition of power to the Republicans. That is why, in his inaugural address, he stated: "We are all Republicans."

By 1816, Jefferson's call for a return to agrarianism had nearly disappeared, many of their positions. Under his leadership, the nation experienced peace and survived another war, and strengthened its ties with Europe. It was thriving, even as it faced the treatment of American Indians.

## Jefferson's Presidency

During his first term, Jefferson was opposed by his Federalist opponents by maintaining a policy of neutrality. In foreign policy, he was opposed by Hamilton and Adams. At the same time, he was supported by his Republican supporters by adhering to a policy of isolationism. He reduced the size of the central government. He reduced the number of federal jobs, repealed the excise tax, and lowered the national debt. Only after the War of 1812 did he begin to seek to avoid the internal division.

## THE AGE OF JEFFERSON, 1800–1816

*Let us then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. . . . But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists.*

Thomas Jefferson, First Inaugural Address, 1801

In the election of 1800, there had been much animosity and bitter partisan feeling between the two national political parties. Following this Revolution of 1800, Thomas Jefferson, the new president, recognized the need for a smooth and peaceful transition of power from the Federalists to the Democratic-Republicans. That is why, in his inaugural address of 1801, Jefferson stressed the popular acceptance of the basic principles of constitutional government when he stated: "We are all Republicans, we are all Federalists."

By 1816, Jefferson's call for unity seems to have been realized. The Federalists had nearly disappeared, but the Democratic-Republicans had adopted many of their positions. Under Jefferson and his close friend James Madison, the nation experienced peaceful political change, expanded territorially, survived another war, and strengthened its democratic and nationalistic spirit. It was thriving, even as it faced significant problems—including slavery, the treatment of American Indians, and loyalty to local interests.

### Jefferson's Presidency

During his first term, Jefferson attempted to win the allegiance and trust of Federalist opponents by maintaining the national bank and debt-repayment plan of Hamilton. In foreign policy, he carried on the neutrality policies of Washington and Adams. At the same time, Jefferson retained the loyalty of Democratic-Republican supporters by adhering to his party's guiding principle of limited central government. He reduced the size of the military, eliminated a number of federal jobs, repealed the excise taxes—including those on whiskey—and lowered the national debt. Only Republicans were named to his cabinet, as he sought to avoid the internal divisions that distracted Washington.

Compared to Adams' troubled administration, Jefferson's first four years in office were relatively free of discord. The single most important achievement of these years was the acquisition by purchase of vast western lands known as the Louisiana Territory.

### The Louisiana Purchase

The Louisiana Territory encompassed a large and largely unexplored tract of western land through which the Mississippi and Missouri rivers flowed. At the mouth of the Mississippi lay the territory's most valuable property in terms of commerce—the port of New Orleans. For many years, Louisiana and New Orleans had been claimed by Spain. But in 1800, the French military and political leader Napoleon Bonaparte secretly forced Spain to give the Louisiana Territory back to its former owner, France. Napoleon hoped to restore the French empire in the Americas. By 1803, however, Napoleon had lost interest in this plan for two reasons: (1) he needed to concentrate French resources on fighting England and (2) a rebellion led by Toussaint l'Ouverture against French rule on the island of Santo Domingo had resulted in heavy French losses.

**U.S. Interest in the Mississippi River** During Jefferson's presidency, the western frontier extended beyond Ohio and Kentucky into the Indiana Territory. Settlers in this region depended for their economic existence on transporting goods on rivers that flowed westward into the Mississippi and southward as far as New Orleans. They were greatly alarmed therefore when in 1802 Spanish officials, who were still in charge of New Orleans, closed the port to Americans. They revoked the *right of deposit* granted in the Pinckney Treaty of 1795, which had allowed American farmers tax-free use of the port. People on the frontier clamored for government action. In addition to being concerned about the economic impact of the closing of New Orleans, President Jefferson was troubled by its consequences on foreign policy. He feared that, so long as a foreign power controlled the river at New Orleans, the United States risked entanglement in European affairs.

**Negotiations** Jefferson sent ministers to France with instructions to offer up to \$10 million for both New Orleans and a strip of land extending from that port eastward to Florida. If the American ministers failed in their negotiations with the French, they were instructed to begin discussions with Britain for a U.S.-British alliance. Napoleon's ministers, seeking funds for a war against Britain, offered to sell not only New Orleans but also the entire Louisiana Territory for \$15 million. The surprised American ministers quickly went beyond their instructions and accepted.

**Constitutional Predicament** Jefferson and most Americans strongly approved of the Louisiana Purchase. Nevertheless, a constitutional problem troubled the president. Jefferson was committed to a strict interpretation of the Constitution and rejected Hamilton's argument that certain powers were

implied. No clause in the Constitution explicitly authorized the president to purchase foreign land. In this case, Jefferson argued for the country's good. He submitted a request to Congress, arguing that lands could be added to the country by treaty. Cast against Jefferson by Federalist senators, the Republican majority in the House of Representatives passed a bill that implied that the president had the power to make treaties. Cast against Jefferson by Federalist senators, the Republican majority in the House of Representatives passed a bill that implied that the president had the power to make treaties.

**Consequences** The Louisiana Purchase removed a European presence from the western frontier, extended the western frontier to lands that had been claimed by Spain, and the acquisition of millions of acres of land for his country's future would be based on political terms, the Louisiana Purchase showed the Federalists to be a weak, second-rate party that could do little more than complain at

THE LOUISIANA PURCHASE



**Judicial Impeachments** Jefferson tried other methods for overturning past Federalist measures and appointments. Soon after entering office, he suspended the Alien and Sedition Acts and released those jailed under them. Hoping to remove partisan Federalist judges, Jefferson supported a campaign of impeachment. The judge of one federal district was found to be mentally unbalanced. The House voted his impeachment and the Senate then voted to remove him. The House also impeached a Supreme Court justice, Samuel Chase, but the Senate acquitted him after finding no evidence of "high crimes." Except for these two cases, the impeachment campaign was largely a failure, as almost all the Federalist judges remained in office. Even so, the threat of impeachment caused the judges to be more cautious and less partisan in their decisions.

### ***Jefferson's Reelection***

In 1804 Jefferson won reelection by an overwhelming margin, receiving all but 14 of the 176 electoral votes. His second term was marked by growing difficulties. There were plots by his former vice president, Aaron Burr; opposition by a faction of his own party (the "Quids"), who accused him of abandoning Democratic-Republican principles; and foreign troubles from the Napoleonic wars in Europe.

### ***Aaron Burr***

A Democratic-Republican caucus (closed meeting) in 1804 decided not to nominate Aaron Burr for a second term as vice president. Burr then embarked on a series of ventures, one of which threatened to break up the Union and another of which resulted in the death of Alexander Hamilton.

**Federalist Conspiracy** Secretly forming a political pact with some radical New England Federalists, Burr planned to win the governorship of New York in 1804, unite that state with the New England states, and then lead this group of states to secede from the nation. Most Federalists followed Alexander Hamilton in opposing Burr, who was defeated in the New York election. The conspiracy then disintegrated.

**Duel with Hamilton** Angered by an insulting remark attributed to Hamilton, Burr challenged the Federalist leader to a duel and fatally shot him. Hamilton's death in 1804 deprived the Federalists of their last great leader and earned Burr the enmity of many.

**Trial for Treason** By 1806, Burr's intrigues had turned westward with a plan to take Mexico from Spain and possibly unite it with Louisiana under his rule. Learning of the conspiracy, Jefferson ordered Burr's arrest and trial for treason. Presiding at the trial was Chief Justice of the Supreme Court John Marshall, a long-time adversary of Jefferson. A jury acquitted Burr, basing its decision on Marshall's narrow definition of treason and the lack of witnesses to any "overt act" by Burr.

## Difficulties Abroad

As a matter of policy and principle, Jefferson tried to avoid war. Rejecting permanent alliances, he sought to maintain U.S. neutrality despite increasing provocations from both France and Britain during the Napoleonic wars.

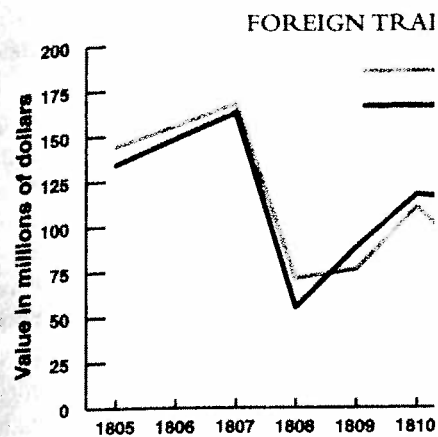
**Barbary Pirates** The first major challenge to Jefferson's foreign policy came not from a major European power, but from the piracy practiced by the Barbary states on the North African coast. To protect U.S. merchant ships from being seized by Barbary pirates, Presidents Washington and Adams had reluctantly agreed to pay tribute to the Barbary governments. The ruler of Tripoli demanded a higher sum in tribute from Jefferson. Refusing to pay, Jefferson sent a small fleet of the U.S. Navy to the Mediterranean. Sporadic fighting with Tripoli lasted for four years (1801–1805). Although the American navy did not achieve a decisive victory, it did gain some respect and also offered a measure of protection to U.S. vessels trading in Mediterranean waters.

**Challenges to U.S. Neutrality** Meanwhile, the Napoleonic wars continued to dominate the politics of Europe—and to shape the commercial economy of the United States. The two principal belligerents, France and Britain, attempted naval blockades of enemy ports. They regularly seized the ships of neutral nations and confiscated their cargoes. The chief offender from the U.S. point of view was Britain, since its navy dominated the Atlantic. Most infuriating was the British practice of capturing U.S. sailors who it claimed were British citizens and impressing (forcing) them to serve in the British navy.

**Chesapeake-Leopard Affair** One incident at sea especially aroused American anger and almost led to war. In 1807, only a few miles off the coast of Virginia, the British warship *Leopard* fired on the U.S. warship *Chesapeake*. Three Americans were killed and four others were taken captive and impressed into the British navy. Anti-British feeling ran high, and many Americans demanded war. Jefferson, however, resorted to diplomacy and economic pressure as his response to the crisis.

**Embargo Act (1807)** As an alternative to war, Jefferson persuaded the Democratic-Republican majority in Congress to pass the Embargo Act in 1807. This measure prohibited American merchant ships from sailing to any foreign port. Since the United States was Britain's largest trading partner, Jefferson hoped that the British would stop violating the rights of neutral nations rather than lose U.S. trade. The embargo, however, backfired and brought greater economic hardship to the United States than to Britain. The British were determined to control the seas at all costs, and they had little difficulty substituting supplies from South America for U.S. goods. The embargo's effect on the U.S. economy, however, was devastating, especially for the merchant marine and shipbuilders of New England. So bad was the depression that a movement developed in the New England states to secede from the Union.

Recognizing that the Embargo Act had failed, Jefferson called for its repeal in 1809 during the final days of his presidency. Even after repeal, however, U.S. ships could trade legally with all nations except Britain and France.



Source: U.S. Bureau of the Census. *From Colonial Times to 1970*

## Madison's Presidency

Jefferson believed strongly in the precedent of retiring from the presidency after a single term. When retiring from the presidency after a second term, he supported his close friend James Madison as president.

### The Election of 1808

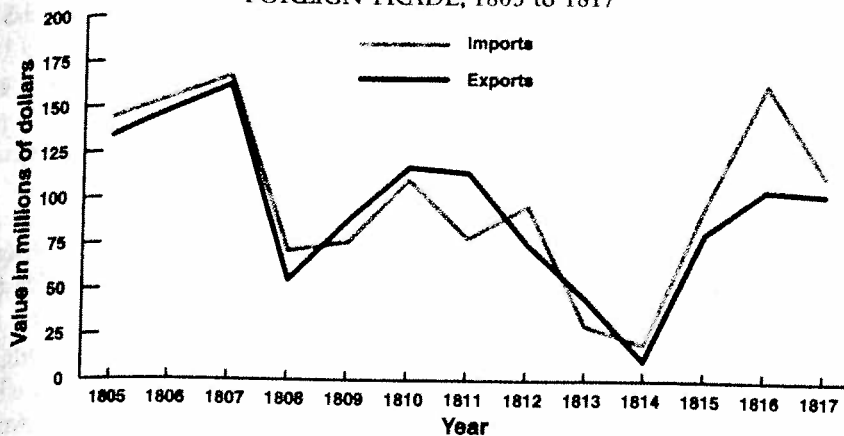
Ever since leading the effort to write the Constitution, Madison was widely viewed as a brilliant thinker. In addition to his role in developing the Democratic-Republican Party, Madison was a weak public speaker, possessed a strong sense of duty, and a student of political skills. With Jefferson's support, Madison was elected president by a caucus of congressional members of the Democratic-Republican party. Madison's election was so successful that Madison was able to win a majority of the electoral college over his Democratic-Republican opponent Charles C. Pinckney. Nevertheless, the Federalists' victory was the result of the widespread unhappiness with Jefferson's policies.

### Commercial Warfare

Madison's presidency was dominated by the economic problems that plagued Jefferson's second term. Like Jefferson, Madison used a combination of diplomacy and economic pressure to deal with the British. However, under Jefferson, he finally consented to take the Nonintercourse Act of 1809.

**Nonintercourse Act of 1809** After the Embargo Act failed, Madison hoped to end the economic depression by ending the country's rights as a neutral nation. The Nonintercourse Act of 1809 provided that Americans could now trade with all nations except Britain and France.

FOREIGN TRADE, 1805 to 1817



Source: U.S. Bureau of the Census. *Historical Statistics of the United States, Colonial Times to 1970*

## Madison's Presidency

Jefferson believed strongly in the precedent set by Washington of voluntarily retiring from the presidency after a second term. For his party's nomination for president, he supported his close friend, Secretary of State James Madison.

### *The Election of 1808*

Ever since leading the effort to write and ratify the Constitution, Madison was widely viewed as a brilliant thinker. He had worked tirelessly with Jefferson in developing the Democratic-Republican party. On the other hand, he was a weak public speaker, possessed a stubborn temperament, and lacked Jefferson's political skills. With Jefferson's backing, Madison was nominated for president by a caucus of congressional Democratic-Republicans. Other factions of the Democratic-Republican party nominated two other candidates. Even so, Madison was able to win a majority of electoral votes and to defeat both his Democratic-Republican opponents and the Federalist candidate, Charles Pinckney. Nevertheless, the Federalists managed to gain seats in Congress as a result of the widespread unhappiness with the effects of the embargo.

### *Commercial Warfare*

Madison's presidency was dominated by the same European problems that had plagued Jefferson's second term. Like Jefferson, he attempted a combination of diplomacy and economic pressure to deal with the Napoleonic wars. Unlike Jefferson, he finally consented to take the United States to war.

**Nonintercourse Act of 1809** After the repeal of Jefferson's disastrous embargo act, Madison hoped to end economic hardship while maintaining his country's rights as a neutral nation. The Nonintercourse Act of 1809 provided that Americans could now trade with all nations except Britain and France.

**Macon's Bill No. 2 (1810)** Economic hardships continued into 1810. Nathaniel Macon, a member of Congress, introduced a bill that restored U.S. trade with Britain and France. Macon's Bill No. 2 provided, however, that if either Britain or France formally agreed to respect U.S. neutral rights at sea, then the United States would prohibit trade with that nation's foe.

**Napoleon's Deception** Upon hearing of Congress' action, Napoleon announced his intention of revoking the decrees that had violated U.S. neutral rights. Taking Napoleon at his word, Madison carried out the terms of Macon's Bill No. 2 by embargoing U.S. trade with Britain in 1811. However, he soon realized that Napoleon had no intention of fulfilling his promise. The French continued to seize American merchant ships.

## The War of 1812

Neither Britain nor the United States wanted their dispute to end in war. And yet war between them did break out in 1812.

### Causes of the War

From the U.S. point of view, the pressures leading to war came from two directions: the continued violation of U.S. neutral rights at sea and troubles with the British on the western frontier.

**Free Seas and Trade** As a trading nation, the United States depended upon the free flow of shipping across the Atlantic. Yet the chief belligerents in Europe, Britain, and France, had no interest in respecting neutral rights so long as they were locked in a life-and-death struggle with each other. They well remembered that Britain had seemed a cruel enemy during the American Revolution, and the French had supported the colonists. In addition, Jeffersonian Democratic-Republicans applauded the French for having overthrown their monarchy in their own revolution. Moreover, even though both the French and the British violated U.S. neutral rights, the British violations were worse because of the British navy's practice of impressing American sailors.

**Frontier Pressures** Added to long-standing grievances over British actions at sea were the ambitions of western Americans for more open land. Americans on the frontier longed for the lands of British Canada and Spanish Florida. Standing in the way were the British and their Indian and Spanish allies.

Conflict with the American Indians was a perennial problem for the restless westerners. For decades, settlers had been gradually pushing the American Indians farther and farther westward. In an effort to defend their lands from further encroachment, Shawnee brothers—Tecumseh, a warrior, and Prophet, a religious leader—attempted to unite all of the tribes east of the Mississippi River. White settlers became suspicious of Tecumseh and persuaded the governor of the Indiana Territory, General William Henry Harrison, to take aggressive action. In the Battle of Tippecanoe, in 1811, Harrison destroyed the Shawnee headquarters and put an end to Tecumseh's efforts to form an Indian

confederacy. The British had provoked, Americans on the frontier blamed,

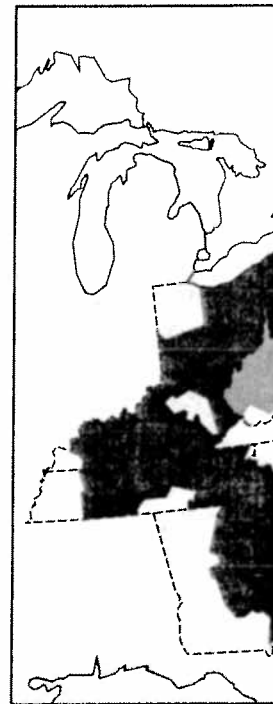
**War Hawks** A congressional new, young Democratic-Republican states (Kentucky, Tennessee, and eagerness for war with Britain, the House of Representatives. Led by houn of South Carolina, the war-with Britain would be the only way and destroy American Indian resis-

**Declaration of War** British rights combined with political pressure Madison to seek a declaration of government had by this time (June News of its decision reached the V

### A Divided Nation

Neither Congress nor the American In Congress, Pennsylvania and Vermont to provide a slight majority for the most representatives from New York New England.

VOTE ON DEC







**Chesapeake Campaign** By the spring of 1814, the defeat of Napoleon in Europe enabled the British to increase their forces in North America. In the summer of that year, a British army marched through the nation's capital, Washington, D.C., and set fire to the White House, the Capitol, and other government buildings. The British also attempted to take Baltimore, but Fort McHenry held out after a night's bombardment—an event immortalized by Francis Scott Key in the words of "The Star-Spangled Banner."

**Southern Campaign** Meanwhile, U.S. troops in the South were ably commanded by General Andrew Jackson. In March 1814, at the Battle of Horseshoe Bend in present-day Alabama, Jackson ended the power of an important British ally, the Creek nation. The victory eliminated the Indians and opened new lands to white settlers. A British effort to control the Mississippi River was halted at New Orleans by Jackson leading a force of frontier soldiers, free African Americans, and Creoles. The victory was impressive—but also meaningless. The Battle of New Orleans was fought on January 8, 1815, two weeks after a treaty ending the war had been signed in Ghent, Belgium.

### ***The Treaty of Ghent***

By 1814, the British were weary of war. Having fought Napoleon for more than a decade, they now faced the prospect of maintaining the peace in Europe. At the same time, Madison's government recognized that the Americans would be unable to win a decisive victory. American peace commissioners traveled to Ghent, Belgium, to discuss terms of peace with British diplomats. On Christmas Eve 1814, an agreement was reached. The terms halted fighting, returned all conquered territory to the prewar claimant, and recognized the prewar boundary between Canada and the United States.

The Treaty of Ghent, promptly ratified by the Senate in 1815, said nothing at all about the grievances that led to war. Britain made no concessions concerning impressment, blockades, or other maritime differences. Thus, the war ended in stalemate with no gain for either side.

### ***The Hartford Convention***

Just before the war ended, the New England states threatened to secede from the Union. Bitterly opposed to both the war and the Democratic-Republican government in Washington, radical Federalists in New England urged that the Constitution be amended and that, as a last resort, secession be voted upon. To consider these matters, a special convention was held at Hartford, Connecticut, in December 1814. Delegates from the New England states rejected the radical calls for secession. But to limit the growing power of the Democratic-Republicans in the South and West, they adopted a number of proposals. One of them called for a two-thirds vote of both houses for any future declaration of war.

Shortly after the convention dissolved, news came of both Jackson's victory at New Orleans and the Treaty of Ghent. These events ended criticism of the war and further weakened the Federalists by stamping them as unpatriotic.

## The War's Legacy

From Madison's point of view, the war achieved none of its original aims. Nevertheless, it had a number of important consequences for the future development of the American republic, including the following:

1. Having survived two wars with Britain, the United States gained the respect of other nations.
2. The United States accepted Canada as a part of the British Empire.
3. Denounced for its talk of secession, the Federalist party came to an end as a national force and declined even in New England.
4. Talk of nullification and secession in New England set a precedent that would later be used by the South.
5. Abandoned by the British, American Indians were forced to surrender land to white settlement.
6. With the British naval blockade limiting European goods, U.S. factories were built and Americans moved toward industrial self-sufficiency.
7. War heroes such as Andrew Jackson and William Henry Harrison would soon be in the forefront of a new generation of political leaders.
8. The feeling of nationalism grew stronger as did a belief that the future for the United States lay in the West and away from Europe.

### HISTORICAL PERSPECTIVES: WHAT CAUSED POLITICAL PARTIES?

Thomas Jefferson's election to the presidency was popularly known as the Revolution of 1800. The real revolution in 1800 was the complete absence of violence in the transition of power. While the Framers of the Constitution had opposed political parties, parties were accepted as an essential element of the U.S. political system.

Historians have identified various stages in the emergence of two major parties. At first (1787–1789), Federalist and Anti-Federalist factions arose in the various state ratifying conventions as people debated the merits and pitfalls of the proposed Constitution. The second stage was the initial years of the new federal government (1789–1800). Especially during Adams' controversial presidency, the Anti-Federalists became a true political party—Jefferson's Democratic-Republican party. In 1800, for the first time, a party actively recruited members (both voters and candidates for office) and forged alliances with politicians in every state. As a result of their organized efforts, the Democratic-Republicans took power in 1800.

Over time, historians' interpretations of the early parties have changed. In the early 20th century, historians described the partisan struggles of the 1790s as a conflict between the undemocratic, elitist

Hamiltonian Federalists and the democratic-Republicans. Charles Beard's *Democratic-Republicanism* interpreted the struggle as a conflict between the capitalist class and Jefferson's agrarian class. Historians have focused more on personalities in general agreement in the practices of agrarians emphasize the differing character of the significance of Washington's friendship with Madison.

Richard Hofstadter, a leading historian, observed both the differences and the similarities between the Democratic-Republicans and Federalists. He saw the moving past excessive rhetoric to accommodate with the same political realities.

### KEY TERMS BY THEME

#### Decisions (ID, POL)

Thomas Jefferson  
Louisiana Purchase  
war hawks  
Henry Clay  
John C. Calhoun

#### The West (PEO)

Tecumseh  
Prophet  
William Henry Harrison  
Battle of Tippecanoe

#### Supreme Court (POL)

strict interpretation  
John Marshall  
judicial review  
*Marbury v. Madison*  
Aaron Burr  
"Quids"  
Hartford Convention  
(1814)

#### War (WOR)

Napoleon Bonaparte  
Toussaint L'Ouverture  
Barbary piracy  
neutrality  
impressment  
*Chesapeake*  
affair  
Embargo Act  
James Madison  
Nonintercourse Act  
(1809)  
Macon's Bill  
(1810)  
War of 1812  
"Old Ironsides"  
Battle of Lake Erie  
Oliver Hazard Perry  
Battle of the River

Hamiltonian Federalists and the democratic, egalitarian Jeffersonian Democratic-Republicans. Charles Beard's *Economic Origins of Jeffersonian Democracy* interpreted the struggle as one between Hamilton's capitalist class and Jefferson's agrarian class. More recently, historians have focused more on personalities in defining the two parties. Finding general agreement in the practices of the opposing parties, these historians emphasize the differing characters of Jefferson and Hamilton and the significance of Washington's friendship with Hamilton and of Jefferson's friendship with Madison.

Richard Hofstadter, a leading historian of the 1950s and 1960s, observed both the differences and the shared ideas of the Democratic-Republicans and Federalists. He saw the parties maturing in 1800, moving past excessive rhetoric to accommodation, as both came to terms with the same political realities.

#### KEY TERMS BY THEME

<p><b>Decisions (ID, POL)</b>            Thomas Jefferson            Louisiana Purchase            war hawks            Henry Clay            John C. Calhoun</p>	<p><b>War (WOR)</b>            Napoleon Bonaparte            Toussaint l'Ouverture            Barbary pirates            neutrality            impressment  <i>Chesapeake-Leopard</i>            affair            Embargo Act (1807)            James Madison            Nonintercourse Act            (1809)            Macon's Bill No. 2            (1810)            War of 1812            "Old Ironsides"            Battle of Lake Erie            Oliver Hazard Perry            Battle of the Thames            River</p>	<p>Thomas Macdonough            Battle of Lake            Champlain            Andrew Jackson            Battle of Horseshoe            Bend            Creek nation            Battle of New Orleans            Treaty of Ghent (1814)</p> <p><b>Exploration (ENV)</b>            Lewis and Clark            expedition</p> <p><b>The Anthem (CUL)</b>            Francis Scott Key            "The Star-Spangled            Banner"</p>
<p><b>The West (PEO)</b>            Tecumseh            Prophet            William Henry Harrison            Battle of Tippecanoe</p>		
<p><b>Supreme Court (POL)</b>            strict interpretation            John Marshall            judicial review  <i>Marbury v. Madison</i>            Aaron Burr            "Quids"            Hartford Convention            (1814)</p>		

## MULTIPLE-CHOICE QUESTIONS

Questions 1–3 refer to the excerpt below.

“I am ready to allow, Mr. President, that both Great Britain and France have given us abundant cause for war. . . . My plan would be, and my first wish is, to prepare for it—to put the country in complete armor—in the attitude imperiously demanded in a crisis of war, and to which it must be brought before any war can be effective. . . . I must call on every member of this Senate to pause before he leaps into or crosses the Rubicon—declaring war is passing the Rubicon in reality.”

—Senator Obadian German of New York, speech in the Senate,  
June 1812

1. Based on the tone of the excerpt, which of the statements below best expresses German’s position on declaring war in June of 1812?
  - (A) He opposed going to war because he did not believe the country was prepared for one
  - (B) He opposed the war because he thought people did not have the right attitude about fighting
  - (C) He supported going to war immediately against both Great Britain and France
  - (D) He supported the war to prevent British troops from Canada invading New York and other northern states
2. Who of the following would be most likely to agree with German’s position on the war?
  - (A) John Calhoun and other politicians from the South
  - (B) Henry Clay and other politicians from the West
  - (C) James Madison and other politicians from the executive branch
  - (D) Merchants from New England
3. Which of the following is the best support for German’s claim that the United States has “abundant cause for war”?
  - (A) the impressment of U.S. sailors
  - (B) the controversy over the Louisiana Purchase
  - (C) the actions by the Barbary pirates
  - (D) the findings of the Lewis and Clark expedition

Questions 4–6 refer to the excerpt b

“All, too, will bear in mind this sacred principle, that where the majorities are in all cases to prevail, that where the minorities possess their equal rights, that the violation of these rights would be oppression.

“We have called by different names all Republicans, we are all Federalists. We wish not to dissolve this Union or to change its principles. We wish only to be undisturbed as monuments of the safety of a free government, unobscured and tolerated where reason is left free to combat error.”

“Equal and exact justice to all men, in their civil, religious or political; peace, commerce, and honest friendship with all nations, and entangling alliances with none.”

—Tho

4. According to Jefferson’s address, which of the following is most important to protect equal rights for all?
  - (A) The majority
  - (B) Elections
  - (C) Laws
  - (D) Religion
5. Which person would most strongly agree with Jefferson’s statement, “We are all Republicans, we are all Federalists”?
  - (A) John Calhoun
  - (B) Alexander Hamilton
  - (C) James Madison
  - (D) James Monroe
6. Jefferson’s call to avoid entangling alliances with all nations is most closely associated with which of the following?
  - (A) John Adams
  - (B) Aaron Burr
  - (C) John Marshall
  - (D) George Washington

Questions 4–6 refer to the excerpt below.

“All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression.

“We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. . . .

“Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none.”

—Thomas Jefferson, First Inaugural Address, 1801

4. According to Jefferson’s address, which of the following should be relied on to protect equal rights for all people?
- (A) The majority
  - (B) Elections
  - (C) Laws
  - (D) Religion
5. Which person would most strongly disagree with Jefferson’s statement, “We are all Republicans, we are all Federalists”?
- (A) John Calhoun
  - (B) Alexander Hamilton
  - (C) James Madison
  - (D) James Monroe
6. Jefferson’s call to avoid entangling alliances is similar to the advice of
- (A) John Adams
  - (B) Aaron Burr
  - (C) John Marshall
  - (D) George Washington

Questions 7–8 refer to the excerpt below.

“It is true I am a Shawnee. My forefathers were warriors. Their son is a warrior. From them I take only my existence; from my tribe I take nothing. . . . [I] come to Governor Harrison to ask him to tear the treaty . . . but I would say to him:

“‘Sir, you have liberty to return to your own country.’

“Once, nor until lately, there was no white man on this continent. . . . It then all belonged to red men. . . . Once a happy race, since made miserable by the white people, who are never contented but always encroaching. The way, and the only way, to check and to stop this evil, is for all the red men to unite in claiming a common and equal right in the land. . . . For it never was divided, but belongs to all for the use of each. For no part has a right to sell.”

—Tecumseh, Letter to Governor William Henry Harrison, August 1810

7. Tecumseh believed that which of the following would be the best way for the American Indians to respond to the desire of white settlers for land?
- (A) Signing a treaty with the United States
  - (B) Joining the British in order to stop westward expansion
  - (C) Moving westward to lands unoccupied by American Indians
  - (D) Forming a confederacy among all American Indians
8. Tecumseh objected to the treaty selling Indian land because he thought
- (A) the price offered by the United States was too low
  - (B) American Indians were always encroaching on settlements
  - (C) the white settlers would divide the land among them
  - (D) no individual or single tribe had the right to sell the land

**SHORT-ANSWER QUESTIONS**

Briefly answer the questions in complete sentences.

**Question 1.** Answer a, b, and c.

- a) Choose ONE of the choices below that demonstrates how Presidents Jefferson and Madison used economic policies to carry out their foreign policy.
- Louisiana Purchase
  - Embargo Act
  - Macon’s Bill No. 2
- b) Contrast your choice against ONE of the other choices. Why that option is not as good as your choice.
- c) Provide ONE piece of evidence from the excerpt or another situation during this period that either supports or contradicts the policies to carry out their foreign policy.

**Question 2.** Answer a and b.

- a) Briefly explain how ONE of the goals for the War of 1812 had been achieved. Provide ONE piece of evidence to support your explanation.
- foreign relations
  - nationalism
  - industry
- b) Briefly explain how ONE of the goals for the War of 1812 had NOT been achieved. Provide ONE piece of evidence to support your explanation.
- impressment of sailors
  - American Indian conflicts
  - expansion

## SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

**Question 1.** Answer a, b, and c.

- a) Choose ONE of the choices below, and explain why your choice best demonstrates how Presidents Jefferson and Madison largely relied on economic policies to carry out their foreign policies.
  - Louisiana Purchase
  - Embargo Act
  - Macon's Bill No. 2
- b) Contrast your choice against ONE of the other options, demonstrating why that option is not as good as your choice.
- c) Provide ONE piece of evidence involving one of the choices provided or another situation during this period of Presidents Jefferson and Madison that either supports or contradicts their reliance on economic policies to carry out their foreign policies.

**Question 2.** Answer a and b.

- a) Briefly explain how ONE of the following either supports or contradicts this statement: "From the point of view of President Madison, none of the goals for the War of 1812 had been achieved." Provide at least ONE piece of evidence to support your explanation.
  - foreign relations
  - nationalism
  - industry
- b) Briefly explain how ONE of the following goals of the United States in the War of 1812 would continue after the war to play a major role in the politics and policies of the nation.
  - impressment of sailors
  - American Indian conflicts
  - expansion

**Question 4 is based on the following excerpt.**

"And if this court is not authorized to issue a writ of mandamus. . . . It must be because the law is unconstitutional and therefore absolutely incapable of conferring the authority. . . ."

"Certainly, all those who have framed written constitutions contemplate them as forming the fundamental and paramount law . . . and consequently . . . an act of the legislature repugnant to the constitution is void. . . ."

"If, then, the courts are to regard the Constitution, and the Constitution is superior to any ordinary act of the legislature, the Constitution, and not such ordinary act must govern the case to which they both apply."

"The judicial power of the United States is extended to all cases arising under the Constitution. . . ."

"Thus, the particular phraseology of the Constitution . . . confirms and strengthens the principle . . . that a law repugnant to the Constitution is void and that courts, as well as other departments, are bound by that instrument."

—John Marshall, *Marbury v. Madison*, 1803

4. Using the excerpt, answer a, b, and c.
  - a) Briefly explain the significance of Marshall's opinion presented as Jefferson became the third president of the United States.
  - b) Briefly explain how TWO of the following people would either support or question Marshall's view.
    - William Marbury
    - John Adams
    - Thomas Jefferson
    - Alexander Hamilton

**THINK AS A HISTORIAN: USES OF HISTORICAL EVIDENCE**

A key skill of historians is the ability to use evidence accurately. Describe the kind of evidence that should be included in essays responding to each of these questions.

1. If the Supreme Court was asked to decide the constitutionality of the Louisiana Purchase, how would you expect John Marshall to have ruled?
2. How important was the War of 1812 to the development of the United States?
3. Explain whether you think westward expansion was the most important issue for the new country.